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The Reorganization of Teachers' Training in German in Our Colleges and Universities.

By **John C. Weigel**, Instructor in German, University of Chicago.

(Concluded.)

It was, then, with these various things in mind that Prof. Lyman suggested a modification of his "methods" courses in English in order to overcome some of these objections. His fundamental idea was that constant contact with practical teaching situations, and these in *high schools*, is absolutely essential.*

Now on the basis of Prof. Lyman's suggestive outline, there were proposed to a conference composed of the head and members of the German Department, the director and dean of The School of Education, the principal and members of the German Department of the University High School, a series of alternative plans, differing chiefly in the length of the period of instruction. In a hearty spirit of coöperation, this conference accepted the principle of reorganizing German 97: "The Teaching of German in Secondary Schools" in the direction of correlating it with directed observation and practice teaching in the University High School. A sub-committee, appointed at this conference, worked on the details during the summer. It accepted the "one-quarter, one-major" plan.

The committee recommended that,

- a) the course be given in the fall quarter. (Since the most elementary stages of language instruction are the most difficult, observation at this time is most essential).
- b) the registration be limited to twelve students, approved by the instructor of German 97.
- c) the class meet the instructor of German 97 *four* times a week and attend the high school classes for observation purposes *five* times a week, outside reading to be reduced to the minimum. In this manner the observation and teaching in the high school assume the nature of laboratory periods.

* If the writer is correctly informed, the Department of German in the University of Wisconsin was the first one in that institution to introduce practice teaching for its major students and to offer courses distinctly devised to present the subject matter from the high school point of view. The University of Texas also has a similar scheme. The objection to the practice teaching in each case is that it is practice teaching in classes of a collegiate character. In this, the Chicago scheme of practice teaching in the high school classes seems preferable. See in this connection the catalog of the University of Wisconsin, pp. 198—212, especially requirements for teachers, pp. 199—200; also the catalog of the University of Texas for 1914-15, pp. 180—184, especially requirements for teachers, p. 181.

- d) three students be assigned to each of the four instructors—three to each of the high school instructors, and three to the instructor of German 97, who teaches a beginning class in the University—these several groups of students to rotate insofar as there are no conflicts. (In actual practice the first shift was made at the end of the sixth week, the second at the end of the eighth, the third at the end of the tenth. After the first six weeks, observation was not confined to the first year.)
- e) the student-teachers and instructors be asked to make reports by weeks, these records to be in charge of the instructor of German 97.
- f) the student-teacher be given opportunities whenever possible to assist the regular teacher. (Correcting board work and papers, teaching for shorter periods, in certain instances for full periods, lesson planning and grading of papers have been some of the practical applications.)

To this report was appended a tentative outline of German 97 as follows: (Note the continual reference to the illustrations from the teaching in the University High School.)

Outline of German 97.

- 1. *Introduction.*
 - a. The purpose of German 97. An outline of its proposed aims.
 - b. The purpose of German in the secondary school.
 - c. The historic development of "Die neuere Richtung im Sprachunterricht" and its influences.
 - d. The psychological and pedagogical bases of modern language instruction with particular reference to the direct method.
 - 2. *Phonetics.*
 - a. What is the science of phonetics?
 - b. Illustrations of its application.
 - c. The arguments for and against, as applied
 - (1) to German conditions,
 - (2) to American conditions.
 - d. Phonetics for the teacher—imitation for the student.
 - e. Drill upon German sounds with special reference to difficulties: how to overcome them.
 - 3. *Grammar.*
 - a. Language versus grammar.
 - b. A discussion of the University of Chicago syllabus of grammatical elements in first, second, and third year grammar.
 - c. Illustrations on teaching grammar inductively from University High School.
- Composition.*
- a. The relation of oral and written composition.
 - b. Oral composition based on reading material.
 - (1) Question and answer.
 - (2) "Freie Reproduktion."

- c. Oral composition based upon simple elements of daily life.
 - (1) Gouin series.
 - (2) "Anschauungsunterricht."
- d. Written Composition.
 - (1) Sentence form.
 - (2) "Formale" and
 - (3) "Freie Reproduktion."
- e. The pedagogic advantages of the above types.
- f. German in the class room.
- g. Illustrations on above from the University High School.
- 4. *Reading.*
 - a. What to read.
 - b. When to read.
 - c. How to read.
 - (1) Shall we use translation?
 - (2) The development of a vocabulary.
 - d. Illustrations from procedure in the University High School.
 - e. Drill on the manner of reading with development of vocabulary and giving "Inhaltsangabe."
- 5. *Textbooks.*
 - a. An examination of first year books.
 - b. A comparison of several editions of some standard text, e. g. "Immensee."
 - c. Composition books.
 - d. What categories are to be employed in judging the qualities of a textbook, based upon the discussion up to this point?
- 6. *A Model Three-Year Course with Tests.*
 - a. The first year.
 - (1) What grammar elements?
 - (2) What should one accomplish?
 - (3) Intensive drills vs. extensive reading (with particular reference to the psychological basis).
 - (4) The proportion of composition.
 - (5) The text books.
 - b. The second year.
 - (1) What grammar elements?
 - (2) What should one accomplish?
 - (3) The distinction of the vocabulary in second year from that of the first.
 - (4) The proportion of composition.
 - (5) The textbooks.
 - c. The third year.
 - (1) Grammatical elements?
 - (2) What should one accomplish?
 - (3) The problem of vocabulary.
 - (4) Composition.
 - (5) The Textbooks.
- 7, 8, 9 10. *The Application of the Principles of the Direct Method to American Teaching Conditions.* (As illustrated in the University High School.)
 - a. The first year.
 - (1) First German lesson.

- (2) "Der Anschauungsunterricht."
 - (3) Pronunciation.
 - (4) The cases of nouns and pronouns.
 - x. Order of development.
 - y. Time between.
 - (5) The gender of nouns.
 - (6) The present tense and 3 imperatives.
 - (7) The weak and strong verbs in the present and imperfect.
 - (8) The development of two, three, four and five tenses of indicative in sentence form.
 - (9) The present and imperfect of the model auxiliaries.
 - (10) Words like "ein" with special reference to "dein", "euer" and "Ihr".
 - (11) Words like "der".
 - (12) The preposition groups.
 - x. Order of development.
 - y. Time between.
 - (13) Word order.
 - x. Order of development.
 - y. Model sentences.
 - (14) Indirect object.
 - (15) Verbs with dative.
 - (16) "als", "wenn", "ob".
 - (17) "denn", "weil".
 - (18) Principal parts strong and weak verbs in sentence form.
 - (19) Adjective declension.
 - x. Order of development of cases.
 - y. Pronominal adverbs.
 - (20) The relative pronoun.
 - x. Order of development.
 - y. Pronominal adverbs.
 - (21) Comparison of adjectives.
 - (22) Special reference to "Freie Reproduktion" in oral and written compositions.
 - (23) Acquisition of idioms.
 - (24) German in the class room.
 - b. The second year.
 - (1) Review of first year grammar based upon "Lesestoff".
 - (2) Models and verbs used like them in compound tenses.
 - (3) Prepositions with genitive.
 - (4) The passive.
 - (5) Indirect discourse.
 - (6) Unreal conditions.
 - (7) Additional verbs with dative, sub. conj's., pr. parts of the verbs, idioms, "um zu" and "damit", etc., etc.
 - (8) The problem of vocabulary building.
 - c. The third year.
 - (Procedure as in first two years.)
11. *Realien.*
Classroom Management Related to Scientific Management.
 - a. Methods employed in the University High School.
 - b. Lingual habits vs. non-lingual habits.

The Problem of Interest.

- a. The German Club.
 - x. "Das deutsche Zimmer."
 - y. Conversation based on Gouin series; games; singing.
 - z. "Das Weihnachtsfest."
 - b. Post Cards and Pictures.
 - c. Supplementary reading.
12. *The Results of Teaching.*
- a. An analysis of the exhibit of papers, examinations, etc., of pupils in the University High School.
 - b. Student's grades and their significance.

*The Teacher's Library Recapitulation.**

In actual practice the student-teacher received a series of questionnaires on such general divisions as "Pronunciation," "Speaking," "Writing," "Reading," "Grammar," "Textbooks," "Exhibit of High School Work," etc. These were given out upon consultation with the high school instructors and were expected to be useful in "directing" the "observation" of the student-teachers to the more fundamental phases of the work. The first questionnaire might be cited as an example:

Questionnaire for Students of German 97.1. *Pronunciation.*

- a. *Phonetics* (if used).
 - 1. Are sounds taught from a phonetic chart or text?
 - 2. If so, how long a time is spent in this manner?
 - 3. Is this followed by the use of "Lautschrift"?
 - 4. If so, when is the transfer made from the "Lautschrift" to the regular script?
 - 5. In the use of the phonetic text, does the instructor first read the material?
 - 6. How soon is the student asked to read independently the material without the aid of the model reading by the instructor?
- b. *The manner of teaching sounds.*
 - 1. How long a time is spent in pronunciation? Be detailed, e. g. is the development of the several sounds spread over a week or ten days or all taught at once, i. e. in a few days?
 - 2. Is the initial training solely by ear or at once with the help of printed lists? What arguments can you see for each procedure?
 - 3. Which sounds are taught first? Any reason for the order of development?
 - 4. What seem to be the most difficult vowels? Consonants? Why?
 - 5. How does the instructor overcome these difficulties?
 - 6. Does the teacher make use of any phonetic helps and drills in these difficulties or in sound formation? Describe processes in detail.
 - 7. If not, how do the students succeed by means of mere imitation?
 - 8. How does the instructor teach ö, ö', ü, ü, z, s, ä, ö, ch, l, r?
 - 9. When does the instructor begin to insist upon the finer shades of pronunciation? (N. B.—When you later observe advanced classes, note

* It was, of course, impossible to maintain week for week the work outlined above. In general, however, the course varied little.

whether the careful pronunciation obtains there both on the part of the instructor and student. Also observe this in the later weeks with the present instructor.)

10. Do boys or girls learn pronunciation more easily?
11. Does the teacher require exaggeration in the production of sounds? What psychological principle is involved?
12. At what stage do the students apparently tire of making certain difficult sounds? How does the teacher proceed upon observing this? Does he proceed to another sound or does he find a new way of attacking the same sound? Consider Weber's law in this connection.

c. *Accent and Expression.*

1. Note the model reading of the instructor. How is it done? What part do the students take in it?
2. How long does this model reading continue?
3. Is any material ever read in dialogue form? What are the arguments for this? What is the success of the plan?
4. How does the instructor obtain spirit and expression in reading? When does the requirement for fluent, well-accented reading and speaking begin? (N. B.—Absolute correct pronunciation of words does not necessarily imply fluency and spirit of expression.)
5. Does any memory work serve the purpose of careful expression? Does this include poetry and rhymes? Reason?
6. Is any stress put upon preparing home work aloud?
7. Are students more interested in sentence pronunciation or word pronunciation?
8. What *specific* and *general* reasons are there for teaching absolutely correct pronunciation?

The results of the course as it was planned and given are considered satisfactory. These results were made possible by the very loyal and hearty coöperation of the high school instructors, for it is obvious that the constant contact with a given teaching situation is the most essential phase of the course. The writer is, however, as equally certain as he was the first time he proposed alternative schemes to the conference alluded to, that the present plan is inadequate. While it is better than anything yet developed here, it cannot be expected to produce the results that would be obtainable under a longer course.

Its advantages seem to be the following:

1. The student-teacher observes a direct teaching situation continuously and takes part in directing it at the same time that he or she acquires the material in the course in the teaching of German.
2. This course is correlated to the type of teaching which the student-teachers observe.*
3. It centralizes educational effort.

What the course does not do, might be summarized thus:

1. It gives no time to the practical phases of phonetics.

* Editor's note,—Mr. Weigel was formerly an instructor in German in the University High School.

2. It doesn't give sufficient time to the critical examination of textbooks on the part of the prospective teacher himself.

4. It doesn't give time for sufficient lesson-planning and practice teaching, especially in the second and third year German.

5. It doesn't give sufficient time for any extensive reading of the literature on the methods of teaching modern language on the part of the student-teacher.

It is with these things in mind that the writer wishes to propose a scheme for the reorganization of teachers' training in our colleges and universities. Some of these ideas were suggested in the memoranda presented to the conference already alluded to. And for purposes of clarity this scheme will be submitted under two heads, (1) subject matter, and (2) methods.

1. *Subject Matter.*

It is to be assumed that the candidate take German continuously through the four years' collegiate course. Suppose the last year is to be devoted largely to the development of teaching power, then the candidate has only three years of work in subject matter, i. e. if he begins his German in college. As a matter of fact, it is generally recognized that the candidate should have begun German in the high school. Let us assume that he has had two years' work in the secondary school.* (a) During his first year in college, he is obliged to take, generally, a review grammar and composition course, supplemented in succeeding quarters or semesters by the reading of prose and plays of medium difficulty.** That is generally termed the "second" year of the college course. In these courses, German is largely the language of the classroom and composition takes the form of "Freie Reproduktion". (b) Now the candidate enters the more advanced courses. The courses are generally of two kinds, (1) reading courses, such as will introduce the student to the easier and better known works of Göthe, Schiller, Lessing, or Heine, or (2) composition courses. Both are essential; the latter should be accentuated even more than they are now. In the former, "Freie Reproduktion" should be even further developed: it is the best agency in a university scheme for the purpose of acquiring power over the language. In any scheme of reorganization, at least one-third of the amount of time should be devoted to a composition course.*** (c) The third year's work is again of a two-fold character. (1)

* If the candidate comes with three or four years' work in the high school, so much the better. In that case, the number of advanced courses he will be able to pursue will be considerably increased. This would approximate the conditions in Germany.

** It is assumed here that courses meet five times a week. In the succeeding years, colleges and universities generally only require four hours a week.

*** It should be indicated again that this reorganization deals with the *prospective teachers' sequence*. Heretofore we have not sufficiently differentiated sequences for prospective teachers and sequences for other students. The present discussion does not affect the latter at all.

reading courses based upon a history of German literature or the short story, the drama, the novel, and lyric poetry, or (2) composition courses. Unfortunately the latter are not often required. Again it would seem that at least one-third of the amount of time should be devoted to a composition course.

Up to the present time, the fourth year has been largely utilized for the acquisition of further courses organized with reference to subject matter. Very few institutions require as yet a "methods" course in German, if indeed there has been one organized. The results of this procedure are absolutely logical. The prospective teacher knows German literature, less often the German language. And what the candidate does not know at all is the high school type of mind. Nor does he know how to utilize the material he has learned for actual teaching situations. His sole guide is the textbook. And the high school product, who in turn comes to the college or the university, proves the principle.

Last summer there were in the course, "The Teaching of German in Secondary Schools" fifty-seven teachers. With a surprising unanimity they expressed themselves as sorry that they had not been required to take such a course before they began to develop teaching habits. One of the most fundamental principles in educational psychology is to *prevent* the error not to *correct* it after it is made. It is to develop the correct habits of presenting stimuli and measuring reactions that an extended "methods" course is absolutely essential; and—heretical though it may seem—if necessary, at the expense of advanced literary and philological courses! The specific value of these courses for actual teaching power is very small. The writer is not against them. More power to them! They, however, should form part of the courses for the teachers' A. M. (of which more anon). As it is, our candidates are under-prepared in those phases of the work which for them are most important.

Here as everywhere it is a question of values. The prospective high school teacher *needs thorough grounding in language*. Interpreted, from the side of subject matter, this means thorough knowledge of composition, correct application of grammar, ability to understand the foreign language, and reasonable ability in speaking. To attain this end, we must have more composition courses than we have now. Incidentally, these courses should be the means of introducing the prospective teacher to that large field which we term "Realien." It is here that the more important facts of geography, history, and particularly the political and cultural status of modern Germany should have their hearing. To attain this end, we must have more courses conducted in German. To attain this, we must require more German "Aufsätze" in the advanced literary courses. It means putting off the philological requirement to a later time, for philology does not develop oral or written power over the language. More-

over as between literary courses of an advanced character and courses in "Deutsche Kulturgeschichte", especially of the present, the latter is more important for the purposes of the prospective high school teacher. To recapitulate, it is a question of values. Those courses which are of the most specific value for high school teaching situations should be required in the teaching sequence. If the candidate can do more, let him by all means do so!

2. *Methods.*

Now as to the methods! Why do men and women elect a major sequence in German? A very large number, certainly, to prepare to teach or to better their present teaching position—in short, a very practical aim.* In that case we should no longer be blinded by the argument that the college and the university are not normal schools. That argument really does not say anything. It begs the issue. An educational institution exists in response to the wants of its constituency. Where in the past, an educational institutional has not functioned properly, it has gone by the boards. The wants of the constituency in this case are that the college or university furnish capable teachers. If we must assume some normal school means to that end, why not? In Germany the "Volksschullehrer" is developed in the "Lehrerseminar"; with us, in the normal school. The "Gymnasiallehrer", on the other hand, undergoes the rigors of the "Seminarjahr" and "Probefahr" after his six semesters at the University before being allowed to function in that greatest of capacities—to help develop the human mind!**

Since we have not, as is the case in Germany, a centralized secondary school system, this "Seminarjahr" and "Probefahr", even if they were introduced, would not gain the results that are possible there. In this respect the colleges and universities can do more. In Columbia and Wisconsin there have already been developed correlated schemes of the university departments and the practice high school. The University of Texas also has a plan as already indicated which includes practice teaching, but which confines the work to university classes.

The writer proposes, therefore, two alternatives. The first is that the senior year be the "Seminar-Probefahr". From the university the candidate should get such a course as German 97 as outlined above to begin with. This is our present procedure, a one-major, one-quarter course. But we need more. The candidate should, by the end of the first quarter, realize that he needs at least a six weeks' course in practical phonetics.

* Incidentally, this holds true also in the case of the advanced degrees, a fact which should certainly be considered in the organization of courses in our graduate schools.

** For the best brief discussion of this matter, cf. Judd, C. H.: "The Training of Teachers in England, Scotland, and Germany." U. S. Bureau of Education Bulletin, No. 35, Whole No. 609.

Moreover he ought to review the grammatical material he has learned for purposes of its application to high school classes. It ought, to speak pointedly, to be a course which would show him *what to forget*, for it is an obvious fact that we overburden our high school people with material. In this connection he might well utilize this grammatical review specifically by planning high school lessons in teaching, say on "indirect discourse" or "the use of modals with dependent infinitives." These two courses (a) German⁹⁷ and (b) phonetics and a review of high school grammar for teaching purposes should be the absolute minimum. This (according to our system) would take two quarters. Meanwhile the candidate would be in the hands of the high school instructors also for two quarters for purposes of "directed observation" and directed teaching". This would give what the present course does not: sufficient time to get in contact with the second and third years also. Moreover, an additional quarter under this "two-quarters" scheme would enable the prospective teacher to read more. At the end of that time, he should register for one quarter of actual practice teaching. Recapitulated, this would make the last years' program of the prospective teacher about as follows:

	Fall Quarter	Winter Quarter	Spring Quarter
The University	"The Teaching of German in Secondary Schools", meeting 4 times a week, correlated with ↻	A course in practical phonetics and a review of grammar with lesson planning, 4 times a week, correlated with ↻	
The High School	Directed Observation and Directed Teaching in the Univ. High School, 5 times a week, preferably in first year German exclusively.	Directed Observation and Directed Teaching in the Univ. High School, 5 times a week, preferably in second and third year German.	Practice Teaching involving at least 15 model lessons planned and taught under direction of high school instructors. Remaining time for observation.
Total Credit	1 Major	1 Major	1 Major

The practice teaching is thus left to the spring quarter. This would be the proper time, for the following reasons:

1. The high school student has acquired habits of attacking his subject. Practice teaching could thus do less harm than earlier.
2. The prospective high school teacher is now equipped with the theoretical and practical tools to teach, has had sufficient observation, has

become acquainted with the possibilities of a high school class, and is thus, if ever, prepared to do the work.

The other of the two proposed alternatives is to make the first graduate year the "Seminar-Probejahr" and indeed by establishing a new type of master's degree. This degree would be considered by the colleges and universities as the essential basis for teaching recommendations. It would be, contrasted with the present or "cultural" master's degree, a "teaching" master's degree.* This alternative would allow the prospective teacher to use his fourth year toward the baccalaureate degree for subject matter. Moreover, it would allow further grounding in subject matter during the year of graduate residence. If eight or nine majors (speaking now in terms of the University of Chicago system of credits) were to be required for the master's degree, three of these majors should be distributed according to the plan indicated above. But the candidate would still have five or six majors for subject matter. Again, at least one of these should be an advanced composition course.

This requirement should be exacted of everyone who is a candidate for a teaching position. Not to require it is to go along as we have in the past. And to go along as we have in the past means eventual disaster to modern language instruction in our high schools. Let there be no mistake about that! But to require it, is to develop real teaching power and very directly to raise the standard of secondary education.

Finally it should be indicated that the sole purpose of this discussion has been to crystallize the ideas which underlie the attempts of Columbia,** Wisconsin, Texas, and Chicago, among others, to produce better teachers in the secondary field of modern languages. The writer hopes that the various men in these and other institutions who are responsible for, and interested in a larger development of teachers' training may find it possible to come into closer contact on these issues and speed the day when the teacher of modern languages in the secondary school functions efficiently. Ours is the responsibility!

* Such a master's degree was suggested in a paper read several years ago by Prof. Starr W. Cutting before the Modern Language Association in which he distinguished between the master's degree and the doctorate.

** Columbia University Catalog 1914-15, pp. 131-136; more particularly, however, Teachers' College Bulletin, School of Education Announcement for 1915-16, pp. 73-75.